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PEDAGOGICAL CHALLENGES IN A DIGITALLY NETWORKED CLASSROOM

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Advantages and disadvantages of technology and web-based educational settings for language learning have long been discussed by scholars. The Coronavirus pandemic that has transformed the learning process depriving it of traditional human interaction and forcing virtualization has made this issue extremely topical. The speculations on the major transformations in the global language education, the obstacles and vistas dominate methodological studies.

Cloud computing services which potential had been exploited only fragmentarily before the COVID-19 outbreak attracted further notice of educational professionals. Due to a huge variety of these services (Software as a Service, Platform as a Service, Hardware as a Service, Infrastructure as a Service, Communication as a Service, Desktop as a Service) (Kravtsov & Gnedkova, 2016) and due to their immense capabilities, the main problem facing teachers and researchers in the field of education sciences nowadays is the problem of pedagogical design. The selection of tools has to be guided by the principle of forming a new educational setting that will provide maximum opportunities to strengthen learning, to personalize it and to meet curriculum and students' requirements. And the strength of a system is not in its parts but in the high level of relations between its components.

To support educators with the task the Global Education Innovation Initiative at the Harvard Graduate School of Education, the OECD's Directorate of Education and Skills, the World Bank Education Global Practice and the organisation Hundred presented a set of online educational resources to support the continuity of teaching and learning during the 2019-20 COVID-19 Pandemic. The resources are classified according to the type, language, subject and grade level. The instructional resources are coded according to the competencies they are aimed to develop, using a special taxonomy (Reimers et al., 2020).

Planning new online environment teachers should consider the general nature of distance language learning in which learners should have a higher degree of self-management and environment management, they have to cope with some of the tasks that are traditionally performed by the teacher in classroom contexts. They have to identify, participate in and manage learning experiences, which match their individual learning needs and pace. These processes should be carefully supported by the educator.

To reach more effectiveness of the learning process the teacher has to exploit the learning material which is based both on asynchronous and synchronous technology that is able to boost motivation and engagement. In this context, creativity and visualization are those potentials that can be of value as they can transform students from passive to active learners. Visually presented information not only attracts attention, but it also helps to improve comprehension, to deepen and extend the taught material, to remember the presented content. The majority of research state that the visual channel is one of the two most effective communication channels. For example, studies of instructional design (Liu & Ginther, 1999) state that 20-30% of respondents are determined as auditory type, 40% as visual and 30-40% as a combination of tactile-visual.

The process of educational visualization in a digitally networked classroom can become truly rewarding if it consists of two aspects. Firstly, the visualizations have to be thoughtfully designed by experienced teachers to support the teaching process (visual representation of information in the form of graphs, diagrams, tables, texts, video units, video games, etc.). Secondly, students have to be professionally instructed to visualize learning material to gain a profound understanding of the target information. In this case, learning by visualization involves a student into active learning which can be realized in collaborative learning, learning by teaching and classroom response systems.

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